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SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN IN TEXAS.
TEXAS EDUCATION AGENCY, AUSTIN
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THE HISTORY AND FUNCTIONS OF SPECIAL EDUCATION IN TEXAS ARE PRESENTED IN OUTLINE FORM. AN ORGANIZATIONAL CHART SHOWS RELATIONSHIPS AMONG PUBLIC AGENCIES SERVING EXCEPTIONAL CHILDREN. (MY)

ED010918

SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN IN TEXAS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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WHAT IT IS

- Definition
- Law Establishing Special Education
- Children Eligible for Special Education
  - Physically Handicapped
  - Deaf and Hard-of-Hearing
  - Blind and Partially Sighted
  - Speech Handicapped
  - Educable Mentally Retarded
  - Trainable Mentally Retarded
  - Emotionally Disturbed

HOW IT DEVELOPED

- 1945 Initial Program for Physically and Speech Handicapped
- 1949 Minimum Foundation School Program Law Enacted
- 1951 Educable Mentally Retarded, Blind and Deaf
- 1957 Trainable Mentally Retarded
- 1959 Preschool-Age Deaf
- 1961 County-Wide Day Schools for Deaf
- 1963 Emotionally Disturbed
  Extension of Program for Physically Handicapped to Include Brain-Injured
  Extension of Age Limit for Exceptional Children (18–21 years)
- 1965 Extension of Program for Emotionally Disturbed to Twenty Units
  Provision of Textbooks and Teaching Materials for Blind and Partially Sighted Children
  Provision of Transportation Cost Allotment to Local School Districts for Exceptional Children (Effective 1967–68)
  Extension of Age Limit for Deaf-Blind Children (17–21 years)

HOW IT FUNCTIONS

- Identification of Pupils
- Local Plan
- Application for Unit(s)
  - Units and Formula
- Approval of Unit(s) (TEA)
- Provision of Classroom Facilities
- Certification of Teachers
- Coordination of Services
  - Vocational Rehabilitation
  - Child Welfare
  - Psychiatric Services, etc.

WHAT IT OFFERS

- Special Classes
  - Cooperative Program
- Adapted and Adjusted Curriculum
- Special Equipment
- Special Supplies
- Special Textbooks
- Speech Reading and Speech Therapy
- Leadership and Consultative Services from the Division of Special Education

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LAW FOR EXCEPTIONAL CHILDREN
1945

TEXAS EDUCATION AGENCY

STATE BOARD OF EDUCATION

COMMISSIONER OF EDUCATION
Deputy Commissioner

STATE DEPARTMENT OF EDUCATION

TEXTBOOK DIVISION
Supplies Textbooks

DIVISION OF INSTRUCTIONAL MEDIA
Provides information in the use of teaching aids and materials

ASSISTANT COMMISSIONER FOR VOCATIONAL REHABILITATION AND SPECIAL EDUCATION

VOCATIONAL REHABILITATION DIVISION
Cooperative Program

TEXAS SCHOOL FOR THE DEAF
For Liaison and Referral

TEXAS SCHOOL FOR THE BLIND
For Liaison and Referral

DIVISION OF RESEARCH
- Assists in Collecting Statistical Data

DIVISION OF SPECIAL EDUCATION

DIVISION OF AUDIT
Audits
- Units operating vs Units approved
- Teacher Certificates
- Number Enrolled
- Proof of Pupil Eligibility

DIVISION OF COMPENSATORY EDUCATION
- Related Programs under Title I.

DIVISION OF FINANCE
- Assists in Unit Approval
- Allocates Funds
  Teacher
  Operational Expense
  Extented Program

SCHOOL ACCREDITATION AND PROGRAM DEVELOPMENT
Check for:
Types of Units Approved
Qualifications of Teachers
Number Enrolled
Physical Facilities
Proof of Pupil Eligibility
- Psychological Studies
- Medical Report
- Parent Permission slip
- Placement Committee Recommendation

Emphasize the:
Development of an acceptable instructional program

OUT OF STATE PROGRAM FOR DEAF-BLIND AND BLIND-APHASIC

DIVISION OF CERTIFICATION
Issues certificates in:
Deficient Vision
Physically Handicapped
Deaf
Deficient Hearing
Mentally Retarded
Speech Correction

LOCAL SCHOOL PROGRAM

SUPERINTENDENT

Determines need by survey, screening and placement committee recommendations
Submits local plan for approval
Makes application for units each year
Provides physical facilities and specialized equipment
Secures certified teacher
Coordinates program

ELEMENTARY CAMPUS | **JUNIOR HIGH CAMPUS** | **SENIOR HIGH CAMPUS**

PRE-SCHOOL-AGE DEAF

SPECIAL EDUCATION

HOMEBOUND

HOSPITAL

VOCATIONAL REHABILITATION COUNSELOR
- Provides Counseling and Guidance for:
  Teacher Student Parent
- Determines Feasibility for Services
- Assists in Locating On-the-Job Training

UNITS – SINGLE, COMBINATION, COOPERATIVE

BLIND – 4–8–14–10*

PARTIALLY SIGHTED – 4–8–16–10

DEAF/SEVERELY HARD-OF-HEARING
School Age – 4–8–14–10
Pre-school Age – 4–6–12–8

MENTALLY RETARDED
Educable – 4–8–14–14
Trainable – 4–8–14–14

EMOTIONALLY DISTURBED
10 – Self-contained Classroom
15 – Resource Room

PHYSICALLY HANDICAPPED
Schoolroom – 4–8–14–14
Hospital – 4–8–14–10
Homebound – 4–7–12–9
Brain Injured – 4–8–14–10

SPEECH AND HEARING THERAPY
30–60–110–100

**Numbers required by ½ unit, one unit, two units, each unit thereafter*

Don L. Partridge
Director, Special Education

Mrs. Irene Westmoreland
Chief Consultant
Physically Handicapped

Ludrick W. Linkous
Chief Consultant
Emotionally Disturbed

James Law
Consultant
Mentally Retarded

Mrs. Sibyl Gholson
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Speech and Hearing Therapy

Mrs. Melba Jackson
Consultant
Mentally Retarded

James H. Porter
Consultant
Mentally Retarded

Carlton O. Wainscott
Consultant
Mentally Retarded

Vacancy
Consultant
Visually Handicapped

Miss Rita Donaldson
Consultant
Deaf and Hard of Hearing

Don Weston
Consultant
Teacher Education and Scholarships

Miss Joyce Johnson
Secretary

Miss Virginia Dudley
Stenographer

Approves Applications for New Units
Visits New Units
Makes Program Review
Visits by Requests
Workshops in Schools and Colleges
Develops Curriculum Materials

INTRODUCTION

Approximately 13 per cent of school pupils deviate from the so-called "normal" child and require the services of special education teachers and other school personnel. Some of these children are physically handicapped – blind, deaf, epileptic, crippled, neurologically impaired or have speech problems. Some differ mentally – either retarded or accelerated in intellectual development. Some are emotionally disturbed and others socially maladjusted (behavior problems).

All of these are *exceptional* children and require special services in order to develop to their maximum capacity. Texas provides special education for the visually, physically, neurologically and auditorily handicapped; the educable and trainable mentally retarded; the speech handicapped; and the emotionally disturbed.

FUNCTION OF PROGRAM

Identification of Pupils

Need for special education is determined by a survey of the local school. Potential candidates are evaluated by a complete psychological study (including doctor's report, school, and personal history) and recommended for placement by a local Placement Committee. Pupils for speech and hearing are evaluated and placed by a certified speech and hearing therapist.

Local Plan

A plan for organizing and administering special education is developed by the local school system and submitted to the Division of Special Education for approval.

Parents' Permission

Parents are interviewed regarding the placement of the child in a special education class. If the parents object, the child remains in his regular class.

Physical Facilities

A classroom with specialized equipment and supplies is provided by the local school for each unit.

Application for Unit

The superintendent files an application for all new type special education units (along with a copy of the local plan) with the Director of the Division of Special Education prior to June 1 each year.

Continuing units are justified on the basis of the number of eligible pupils submitted in the Superintendent's Annual Report.

Additional units of the same type are justified through data contained in the Superintendent's Annual Report.

Approval of Special Education units

Applications for new-type special education units are reviewed jointly in the Texas Education Agency by the Division of Special Education and the Finance Division. If all substantiating data are in order, approval of the unit or units is made and the school is notified.

Approval of continuing and additional special education units will be considered as a part of the Superintendent's Report as it relates to participation in the Foundation Program and is included as a part of the preliminary application and final application for Foundation Funds.

Special education approvals, with the exception of the unit for the hospitalized or homebound pupils, are effective at the beginning of each school year. Approval for units for the physically handicapped who are taught in a hospital or at home may be made at any time that need is established.

A superintendent may utilize an approved unit of one type for another type or combination unit, provided the pupils served are eligible, the teacher is properly certified, and a notice of change is sent to the Division of Special Education.

Selection of Teacher

Upon receiving approval for the operation of a unit in special education the local school superintendent is charged with the responsibility of employing a properly certified teacher. Teachers are certified according to the area in which they will teach.

SPECIAL EDUCATION CURRICULUM

Whatever the type of exceptional condition and wherever the child may be, the primary objective is to identify the child's needs and meet them satisfactorily. The general objectives of education for exceptional children are the same as those for all children.

Visually Handicapped

Sight-saving classes for visually handicapped children emphasize proper eye care and the conservation of all the vision which these children have. In Braille classes the more severely handicapped perform regular academic work.

Physically Handicapped

Physically handicapped children may be taught in school, at home, or in a hospital. Instruction is the same as that provided other children with such modifications as needed because of the child's physical condition.

Minimally Brain-Injured

Minimally Brain-Injured children are provided an instructional program in an educational setting that will meet the needs of individual children with minimal brain injury by assisting them to function educationally and emotionally in such a way that they will be prepared to return either to the regular school program or to a special class program.

Deaf

In addition to their regular academic program, deaf and severely hard-of-hearing pupils learn speech reading. The development of communication skills is emphasized and careful attention is given to the conservation of residual hearing.

Deaf-Blind

Deaf-blind pupils are cared for through out-of-state facilities.

Retarded

Educable mentally retarded children participate in an instructional program where emphasis is given to the development of satisfactory social adjustments and relationships, physical competencies, desirable health habits, wise use of leisure time, the acceptance of home responsibilities, and the attainment of economic efficiency. The academic portion of the program is an especially designed one based on seven sequential levels of development.

Trainable mentally retarded children may be expected to benefit from training in a group setting designed to further their social adjustment and economic usefulness in their homes or in a sheltered environment.

Emotionally Disturbed

Emotionally disturbed children are provided an instructional program under the auspices of the public schools that will meet the needs of individual children who are emotionally disturbed by assisting them to function educationally and emotionally in such a way that they will be prepared to return to the regular classroom.

Speech Handicapped

Speech therapy and activities for mildly hard-of-hearing are designed to correct, develop, and improve the speech of children whose social, educational, or economic efficiency is reduced or endangered by a speech handicap.

FUNCTION OF DIVISION

The Division of Special Education is under the direction of the Assistant Commissioner for Vocational Rehabilitation and Special Education. It has close ties with the Divisions of Research, Finance, Teacher Education and Certification, Accreditation, School Audits, Vocational Rehabilitation, Textbooks, and Compensatory Education in the Texas Education Agency.

Leadership and Consultative Services

The purpose of the Division of Special Education is to assist the public schools of Texas develop and provide the educational services needed by exceptional children as provided by law. To achieve this purpose, the Division of Special Education performs functions designated either directly or implied by the provisions of the Texas statutes. The functions are:

♦ Leadership ♦ ♦ Regulation ♦ ♦ Operation ♦

Leadership includes:

State-wide planning
Consultative services
Public relations
Workshop participation
Stimulating in-service education of teachers
Preparation of curriculum materials

Regulation includes:

Interpreting the provisions of the state laws in terms of practice
Developing standards and policies as implied by law
Auditing to see that laws, standards, and policies are followed

Operation includes:

Collecting statistical data (Research Division)
Allocating financial funds for special programs (Finance Division)
Issuing textbooks (Textbook Division)
Providing certain special instructional material and equipment (Braille and sight-saving books) and tangible apparatus

Staff Organization

A director, two chief consultants, eight other consultants, one secretary and one stenographer make up the staff of the Division of Special Education at the present time. The Director takes leadership and coordinates the activities of the staff and is responsible for the effectiveness of the total state program of special education.

Present plans include five consultants assigned to specific geographical regions, each responsible for program development and improvement in his region. The other five consultants (program specialists) are assigned on a state-wide basis and are responsible for program development in the following areas: (1) visually handicapped, (2) deaf, (3) emotionally disturbed, (4) teacher recruitment and scholarship program, and (5) physically handicapped (including minimally brain-injured).

The development of sound public relations, assistance in college workshops, recruitment of teachers, and the stimulation of in-service training programs for teachers are the responsibility of the professional staff.

On major problems, the entire staff works as a team.